Education 455: Teaching Students with Persistent Reading Problems

Texts:

1. Judith R. Birsh. Multisensory Teaching of Basic Language Skills (third edition) Brookes Publishing ISBN 1598570935
2. Louisa Moats. Speech to Print (second edition)Brookes Publishing ISBN: 1598570501
3. Resource Website: www.NCSIP.org

Term: Spring 2023

Instructor: Dr. Chris Cain

Office/Office Hours: Posted and by appointment

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Course Description:

This course is designed to introduce candidates to the knowledge, skills, and procedures needed to provide effective mathematics instruction to all students. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies and the Science of Reading. In this course candidates will learn how to ensure instuction is explicit, systematic, scaffolded, and differentiated. Though the five essential and interdependent components of effective, evidence-based reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This course houses the NC Reading Research to Classroom Practice (RRtCP) Training (a training recognized by the National Dyslexia Association). This will be a blended course.

GOALS:

Course Goals and Objectives:

Through the readings, discussions, and activities offered in this course, candidates will:

A. Demonstrate a knowledge base for each of the basic skills in reading, writing, and spelling through Knowledge regarding the Structures of the English Language.

B. Understand the principles of reading including: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

C. Use principles of learning when selecting and implementing research-based learning and instructional approaches.

D. Demonstrate an understanding of basic principles of effective teaching and how they apply to the instruction of exceptional students.

E. Demonstrate an understanding of the history of the English Language

F. Demonstrate skill in using assessment data (both formal and informal) to select and evaluate the effectiveness of instructional approaches and current levels of students.

G. Understand and demonstrate the ability to implement a variety of research-validated, peer-reviewed teaching methods in reading, written language, spelling, and content area instruction.

H. Demonstrate the knowledge and ability to assess individual students and effectively plan and teach word recognition, writing, syllable structures, and spelling

I. Understand the importance of working with paraprofessionals, students' families, as well as how to create a safe environment that will enable diversity, respect, fairness, and will allow students to take risk.

J. Become level certified in the NC Reading Research to Classroom Practice (RRtCP) Training (recognized by the National Dyslexia Association).

YOUR GOALS???

Major Assignments:
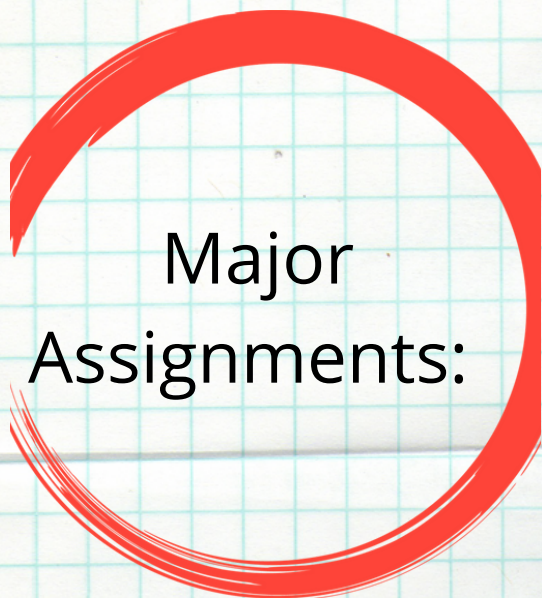
1. Observations / Ed.TPA student assessment
2. Group Work
3. Journal Article Reviews
4. RRtCP Discussion Questions / Learning Tasks
5. RRtCP Formal Assessment Opportunities
6. Complete all the RRtCP components
7. Earn Certification N.C. Level 1 RRtCP :-)

1. **Assessment and Intervention Programing Plan Project: ed TPA:**
A field experience will be required for this class. The FE-4 Internship: Students in 400 level classes will participate in a 7-10 hours internship. Candidates will assess a student, develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement.
 *See additional handout for Assessment and Intervention Programing Plan for

Task 1: five-page write-up	Task 2: three-page write-up	Task 3: six-page write-up
DO- Sections 1, 2, 3, and 5	Do all sections 1, 2, 3, 4, and 5	Do all sections 1, 2, 3, and 4
SKIP- Section 4	Use only one video segment 10 min. limit	For section 3 evidence can only come from sources 1 or 3

2. **Group work / in-class projects (RRtCP group activities)**

3.   **Journal Article Reviews:**
Candidates will be required to read one journal article each week. Authors of the articles should focus on reading, writing, and / or spelling instruction in the classroom. Article summary and personal reflections are to be turned in weekly.

4: **RRtCP Certification Tasks and Projects.**

5. **Final** – Written and Candidates will also be expected to demonstrate knowledge of voiced and unvoiced sounds, correct mouth positions for different sounds, and the most common errors students make in sound production. Candidates will complete RRtCP Level 1 certification process based on the multiple studies around the Science of Reading and the outlined state requirements.

Course Policies and Evaluation Procedure:

Attendance is required for all class sessions. You are now involved in your professional sequence of courses, keep in mind that your attendance, promptness, and preparation for class are a reflection of your commitment to professionalism. The knowledge and insights gained through active involvement in class discussions and activities are essential in meeting the course objectives. Students in this course are expected to adhere to the principles of the Mars Hill College Honor Code.

Evaluation:

Gains from Pre –Post Assessments	10%
Participation	10%
Observation and Ed. TPA	40%
Journal Articles Reviews	10%
Discussion Questions / Learning Tasks	20%
Handouts / Notes	10%

WHAT WOULD YOU LIKE TO CHANGE / MODIFY:

Let's Talk about Due Dates together!

Grading Scale:

A:	93-100%
A-:	90-92.9%
B+:	87-89.9%
B:	83-86.9%
B-:	80-82.9%
C+:	77-89.9%
C:	73-76.9%
C-:	70-72.9%
D:	65-69.9%
F:	< 65%

TEP dispositions: Education students are held to high professional standards throughout their time in the Mars Hill University Teacher Education Program. Indeed, as a pre-professional program, we hold students to the standards expected of professional public educators in the state of North Carolina. As such, your demonstration of professional dispositions is important to your success not only in this class but in the entire teacher education program. Although professional dispositions are only formally assessed at admission to the program and admission to student teaching, professional dispositions are a factor in every education class you take. If you demonstrate a pattern of behavior that is inconsistent with the professional dispositions expected of a pre-professional educator at Mars Hill University, you will be placed on an action plan so that we can be clear about our expectations and you can work to meet them and remain a student in good standing in the Teacher Education Program.

My Netiquete Statement:

It is my sincerest intention to help you in any way I can. I want you to be successful in the course, and for that reason and many others, I will respond to your emails most often within 24 hours. However, please be advised I have many students and teach many classes. Therefore, I ask that you are as efficient and polite in your emails as possible. Regarding efficiency, please email from your college account, include an appropriate subject line, the course and section number, the name of the assignment you're asking about (if that's what you're doing), and as many specifics as possible, so that I can understand your question and respond quickly. Regarding politeness, please address me by name, include a greeting, be respectful in your language, and sign the email with your own name. Although it will pain me to do so, I reserve the right to delete, and not respond to, any emails that do not adhere to this policy. However, you are more likely to receive a response that simply states: Note the email policy on the syllabus. At which point, you will read this and hopefully respond with an efficient and polite email. Finally, it would be wise to embrace this policy for communication with other instructors and members of academic and professional communities.

Recording Policy: Due to privacy concerns, students may not record (photography, audio, or video) any portion of the class meeting without prior permission from the course instructor.

Values:

1.This is a place of community where all are welcome and respected.

2. This is a safe place. We will all try to watch out for each other; however, if you feel unsafe please tell someone.

3. This is a place of civility and kindness toward each other.

4. We see color, gender, sexual orientation, and all the other things that make us uniquely us, as we continue to learn the value of difference.

5. We care for ourselves.

Accommodations for students with disabilities: Sample Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have an Academic Accommodation Plan (AAP) issued through MHU Disability Services, please arrange a time to present your plan and to discuss your specific accommodation needs. If you believe you have a disability requiring an accommodation and do not have an approved AAP, please contact Judith Harris, MHU Disability Services Coordinator, located in the Libray or at Judith_Hirris@mhu.edu

The Office of Diversity, Equity, & Inclusion (ODEI):works to ensure that diversity, equity, and inclusion remains a focused core standard at MHU. The ODEI advocates, advises and promotes initiatives that foster an understanding and support of diversity, equity and inclusion among the students, staff and faculty of the MHU community. This is an understanding that recognizes that MHU students, staff and faculty have diverse backgrounds including but not limited to race, creed, color, sexual orientation, religion, and disability status. For more information, questions or concerns email the Director of ODEI Jonathan McCoy at jonathan_mccoy@mhu.edu

Statement on student wellness: Mars Hill University offers free, confidential counseling for its students through the MHU Counseling Center to provide support for a positive university experience. For more information or to schedule an appointment for a consultation, email the Director of Counseling.

Basic Needs Statement

I recognize that all humans have basic needs that include physical safety, food and shelter, and community and belonging. I realize that it is difficult to engage in learning if you have concerns about these needs. Similarly, if you are struggling with transportation, with childcare, with — heck, anything: Let me know. I will try to help.

In addition to fostering your academic growth as a MHU student, I consider it part of my role as an instructor to recognize the basic needs of students and when necessary, help connect students with campus and community resources to meet their basic needs. If at any time you have difficulty meeting your needs please email me at ccain@mhu.edu or approach me after class or during office hours, and I will help in any way I can. By recognizing your own needs and seeking solutions to ensure your success as part of our learning community, you are being an advocate for yourself. We have resources on campus to help.

Students Rights and Responsibilities:

As a student at Mars Hill University, you have certain rights and responsibilities. MHU students should strive for their actions to reflect the values of the university and bring credit them, their families, community, and the university. No matter where you are, you are part of our community, this includes on university premises, at university- sponsored activities, and off-campus.

For more information about our Code of Conduct and the Student Bill of Rights please refer to the Student Handbook.

- **Mars Hill University Honor Code**
  We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

- **Mars Hill University Honor Pledge**
  On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

Handling of Violations of Academic Integrity
When there are possible violations of academic integrity, the MHU Academic Integrity Guidebook outlines procedures for: 1) classifying the violation into one of three possible categories (minor, standard, and major), 2) reporting possible violations, 3) appealing reports of violations, and 4) how reported violation records will be kept. See the MHU Academic Integrity Guidebook for full descriptions of these procedures.

Longer version of the policy may be found at: https://my.mhu.edu/course/view.php?id=20#section-5